DOCUMENT RESUME

ED 357 320 CS 011 287

AUTHOR Jostes, Kara J.
TITLE Improving Leisure Reading Habits of Middle School Children with Learning Disabilities.
PUB DATE Apr 93
NOTE 90p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adolescents; Grade 7; Instructional Effectiveness; Junior High Schools; Junior High School Students; *Learning Disabilities; Middle Schools; Program Effectiveness; Program Implementation; *Reading Habits; *Recreational Reading; Student Needs; Sustained Silent Reading
IDENTIFIERS Middle School Students; Reading Behavior

ABSTRACT

The lack of leisure reading of learning disabled seventh graders was addressed by the implementation of a 3-part reading program. First, a sustained silent reading program was established school-wide on a daily basis. Second, a target group of 15 seventh grade learning disabled students participated in sustained silent reading with writing twice a week. Third, the same control group was involved in a reading incentive program to encourage leisure reading at home. Success was measured by comparing statistics important to student attitudes about reading, student reading habits, the length of time spent reading and responding to reading materials by writing in journals. Results indicated that all three areas were successful. (Appendixes include pre- and post-survey instruments and results of student, parent, and teacher surveys; basic achievement skills sample and results; journal question suggestions; and faculty mid-evaluation results.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED357320

IMPROVING LEISURE READING HABITS OF MIDDLE SCHOOL CHILDREN WITH LEARNING DISABILITIES

by

Kara J. Jostes

A Practicum Final Report

Submitted to the Faculty of the Center for Advancement
of Education of Nova University in partial fulfillment
of the requirements for the degree of
Master of Science.

April 1993

CS011287

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kara Jostes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Abstract

Improving Leisure Reading Habits of Middle School Children with Learning Disabilities.
Jostes, Kara J., 1993: Practicum Report, Nova University,
The Center for Advancement of Education.
Descriptors : Secondary education/Middle schools/Incentives/Special education/Remedial reading/Learning disabilities/Learning problems/High risk students/Exceptional persons/Teaching methods/Classroom techniques/Learning strategies/Sustained silent reading/Motivation techniques/Basic reading/Reading difficulties/Functional reading/Remedial instruction/Parent participation/Parent influence/Decision making skills/Critical thinking/Self esteem/Self concept/Thinking skills/Decision making

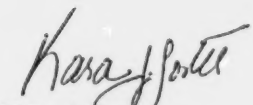
The lack of leisure reading of learning disabled seventh graders was addressed by the implementation of a three part reading program. First, a sustained silent reading program was established school-wide on a daily basis. Secondly, a target group of 15 seventh grade SLD students participated in sustained silent reading with writing twice a week. Thirdly, the same control group was involved in a reading incentive program to encourage leisure reading at home.

Success was measured by comparing statistics important to student attitudes about reading, student reading habits, the length of time spent reading and responding to reading materials by writing in journals. The results indicated that all three areas were successful. Appendices include evaluation instruments, student and teacher surveys, parent letters and reading incentive suggestions.

Authorship Statement/Document Release

Authorship Statement

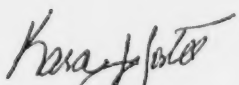
I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.



Kara J. Josles

Document Release

Permission is hereby given to Nova University to distribute copies of this applied research project on request from interested parties. It is my understanding that Nova University will not charge for this dissemination other than to cover the costs of duplicating, handling, and mailing of the materials.



Kara J. Josles
April 23, 1993

Practicum Final Report: Improving Leisure Reading Habits of Middle School Children with Learning Disabilities

Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement/Document Release iii

Observer's Verification iv

Table of Contents v

Chapters

I. Purpose 1

II. Research and Solution Strategy 14

III. Method 29

IV. Results 38

V. Evaluation 43

Reference List 45

Appendices

Appendix A: Student Survey 47

Appendix B: Student Survey Results 49

Appendix C: Parent Survey 51

Appendix D: Parent Survey Results 53

Appendix E: Teacher Survey 55

Appendix F: Teacher Survey Results 57

Appendix G: Basic Achievement Skills Individual Screener Sample 59

Appendix H: Basic Achievement Skills Individual Screener Results 61

Appendix I: D.E.A.R. Parent Letter 63

Appendix J: Reading Incentive Parent Letter 65

Appendix K: Reading Coupons 67

Appendix L: Incentive Schedule 69

Appendix M: Journal Question Suggestions 71

Appendix N: Faculty Mid-Evaluation of D.E.A.R. 73

Appendix O: Faculty Mid-Evaluation Results 75

Appendix P: Post Results of Student Survey 77

Appendix Q: Post Results of Parent Survey 79

Appendix R: Post Results of Teacher Survey 81

Appendix G: Basic Achievement Skills Individual Screener Sample 59

Appendix H: Basic Achievement Skills Individual Screener Results 61

Appendix I: D.E.A.R. Parent Letter 63

Appendix J: Reading Incentive Parent Letter 65

Appendix K: Reading Coupons 67

Appendix L: Incentive Schedule 69

Appendix M: Journal Question Suggestions 71

Appendix N: Faculty Mid-Evaluation of D.E.A.R. 73

Appendix O: Faculty Mid-Evaluation Results 75

Appendix P: Post Results of Student Survey 77

Appendix Q: Post Results of Parent Survey 79

Appendix R: Post Results of Teacher Survey 81

CHAPTER I

Purpose

School and Community Setting

The practicum was conducted at a junior/senior high school that serves exceptional education students in the seventh through twelfth grades. Students range in age from twelve to twenty-one. The students are specific learning disabled, educable mentally handicapped, emotionally handicapped or hearing impaired. The site is considered a school of choice because no student is zoned to attend. Approximately 400 students are currently staffed at the site, with the majority being seventh and eighth graders. Admission to the school requires that a student be enrolled full time in exceptional education in one of the areas that are offered. A formal meeting or staffing must take place before admission and the final decision to attend the practicum site is made at that time.

Often times the practicum site is chosen by the students' families as an effort to provide a student with positive experiences. The typical special education student at a regularly zoned school hides in the crowd and tries not to be noticed. At this site, the special education student can participate and be a leader in many areas such as basketball, wrestling, Future Farmers of America, or be a member of the yearbook staff.

The county in which the school is located is very large, but despite the distance factor, some of the student population choose to travel two hours one way by bus. The school is located in a depressed area of town that is frequented with drug and crime problems. Parent involvement is minimal and decreases the adolescents' chances for success. All of the students are considered 'at-risk' because of their educational disabilities and most of the families fall into the low socio-economic status.

The purpose of the school is to graduate productive citizens that are not tax burdens for society. The motto for the school is "Everybody Can Learn". Feeling good about oneself and giving back to the community are vital skills that are instilled in the students and incorporated throughout the classes. Many of the students have experienced failure in earlier school years and find that the practicum site offers a first taste of success and achievement.

The curriculum focuses on skills that will enable graduates to live independently with self-confidence and a sense of worth. Two major areas of the curriculum are vocational classes and academic classes. The vocational opportunities available are masonry, food service, building maintenance, landscaping, art, agriculture and carpentry. Students are introduced to as many areas as possible and the classes vary from introductory levels to applied work experiences in the community. Mastery of a specific vocation is not the purpose, but rather practicing employability skills including cooperation, accepting feedback and loyalty to the job site. The academic areas concentrate on survival

skills in the areas of functional reading, applied math, basic social studies and life management classes.

Each pupil has an individual education plan (IEP) with target goals selected for each class. A typical vocational goal concentrates on work skills such as completing a task or maintaining proper work habits. Locating sections of a newspaper, applying map skills or balancing a checkbook are goals indicative of the academic curriculum. The IEP is updated annually by the teachers and parents and reflects current skill levels in each area. This information is used to place pupils in an academic class with other individuals that work at similar reading levels.

Class size varies depending on the exceptionality and the content area. Vocational and pre-employment classes maintain at least 15 students of mixed exceptionalities while traditional academic classes have six to 15 students. Math, reading, social studies and life management are scheduled by exceptionality so that the teachers can address learning and behavior problems specific to the students' deficits. The instructional staff develop lesson plans to individualize and meet the needs of each student.

The staff is comprised of a principal, one assistant principal, one guidance counselor, a peer facilitator, a curriculum resource specialist, a dean, a media specialist, a nurse, an occupational training director, two job placement instructors, six job coaches, eight paraprofessionals and 38 teachers. All of the instructional personnel are certified in one or more areas of exceptional

education or are currently being certified. The areas of certification are emotionally handicapped, educable mentally handicapped, hearing impaired or specific learning disabled.

The entire staff and student body, including administration, custodians, secretaries, teachers and cafeteria workers participated in one phase of the project. A targeted group of specific learning disabled students participated in another phase. The students were in seventh grade and were in two different classes.

Role of the Practicum Writer

The practicum writer is the Occupational Training Program Director at the practicum site. The writer monitors students' work experience and gives feedback to the classroom teachers for the skills needed to be reinforced before the students enter the work force. Before moving to the work program, the author taught reading at the site for seven years and is familiar with the current curriculum and resources. The author has given corrective reading inservices at the site and is used as a reading resource teacher. The practicum project, planned and monitored by the writer, involved two specific academic classes for a reading incentive program, and all students and staff for silent sustained reading. The philosophies and activities of the project were incorporated by other members of the staff and affected a great portion of the student body.

Problem Statement

Accepting the challenge of encouraging a lifetime reading habit is an important step toward enhancing a literate society. Positive reading experience builds independence and self-esteem. School can provide the time to read and show students that lifetime literacy is a major instructional activity (Sanacore, 1992). Students with learning disabilities are reluctant to read due to past failures. These bad experiences restrict natural curiosity and place demands on the disabled student. The disabled student is likely to have three major problems: poor motivation, discouragement because of previous failure, and basic reading skill deficiency (Fuhler, 1989).

Poor readers feel inadequate in every aspect of schoolwork that requires reading. The Office of Educational Research and Improvement, as cited by Fuhler (1989), said that disabled students develop a pattern of hopelessness because they have stopped believing that they have any ability at all. The adolescents involved in this project fell under these dimensions because they were catagorized as specific learning disabled (SLD). Persons catagorized as SLD require alternative methods of teaching and an understanding of the handicap by the teacher. Pumfrey and Colin (1990:20) gave a technical definition of learning disabilities as

> . . . a disorder in one or more of the following psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculation.

Specific learning disabilities are the most frequently occurring handicap and deprives normal, creative individuals of their self-worth. It also diminishes opportunities for participation in society (Lyman, 1986). Parents and teachers tend to forget that these adolescents share the same kinds of problems and need the same strong guidance as other adolescents . Throughout life, the condition can affect self-esteem, education, vocation, socialization, and daily living skills (Cordoni, 1987).

An adolescent with a learning disability combined with a lack of confidence has difficulty growing into an adult with enough critical thinking skills to solve life problems. Reading for pleasure not only introduces readers to new horizons, but it expands their view of the world, tests their vision of reality and helps "remove some of the psychological barriers many at-risk students have developed toward learning in school" (Gentile, 1992:638).

One of the primary factors contributing to the target students' lack of leisure reading was their dislike of reading. A questionnaire was developed to determine the students' perspectives and attitudes towards reading and how much time was spent reading leisurely (Appendix A:46). This survey was given to the entire group of students involved in the project and the results are listed below.

1. Do you like to read?

   47 percent of the students did not enjoy reading.

2. What do you read?

   67 percent of the students read magazines and comic books.

3. How often do you read?

   13 percent of the students did not read leisurely.

   80 percent of the students read weekly.

   6 percent of the students read daily.

4. When you read, about how long do you read?

   40 percent of the students read for three minutes or less.

   20 percent of the students read for five minutes.

   27 percent of the students read for 10 minutes

   13 percent of the students read for more than 10 minutes.

5. Do you like someone to read to you?

   53 percent of the students did not like someone to read to them.

6. How do you feel about your reading ability?

   20 percent of the students were not confident in their reading ability.

   67 percent of the students felt alright about their reading ability.

7. Do you want to learn to read better?

   27 percent of the students did not want to learn to read better.

This questionnaire provided evidence that these young individuals needed guidance and instruction to develop a reading habit (Appendix B:48). Many at-risk students' prior experiences in school have been negative and stressful. At-risk students have few role models for literacy and even fewer incentives to achieve (Gentile, 1992).

The author sent a parent survey home with the students and the results showed that even though the children enjoyed reading when they were younger, they do not read as much now (Appendix C: 50). A second contributing factor to the problem was that only 17 percent of the students read daily for 15 minutes or more (Appendix D:52). Also, only 43 percent of the parents reported that they felt fairly comfortable with their child's reading ability. Getting parents involved in their children's education was not easy.

Demographic trends indicate many students nation-wide are living in homes with two working parents or with a single parent who must work. All of the adolescents in the target group were living with working parents. Twelve of the 15 students had two working parents and three of them lived with a working single parent. Thus, a number of students enter homes each afternoon with little or no adult supervision. At the least, they probably became involved in too much television viewing and too much phone conversation. This information documents another contributing factor to the problem. Over time, the students were more at risk of failing, becoming illiterate and dropping out of school (Sanacore, 1992).

A fourth contributing factor was the teacher attitude assessment for exceptional students and their reading habits. This instrument was given to the faculty at the practicum site (Appendix E:54). It revealed that 100 percent of the teachers responding felt that reading orally to students is important, but only 65 percent actually read to their class regularly (Appendix F:56). This

contradicted the faculty's response to another question that reading to students has a positive effect. Clary (1992), suggested that teachers who want to motivate adolescents must determine whether they are themselves currently using literature in a way that will get students reading. Although the faculty placed emphasis on the importance of reading, a priority must be set to ensure that this philosophy becomes practice. "Their special education classroom needs to expose [the students] to an environment where reading is valued, active, and enjoyed. When children can change their attitudes about reading, then the reading can improve" (Glowacki,1992:554).

There is abundant evidence that many educationally disadvantaged students lack self-esteem and what they experience in school related to literacy may plague them further (Gentile, 1992). This was yet another contributing factor. Teachers who want to motivate adolescents to read must determine whether they are themselves currently using literature in a way that will get students reading. Experience suggests that time and attention will produce the desired goal of getting all adolescents to read (Clary, 1991). If students' strengths and experiences are linked with background knowledge to reading and writing instruction, teachers can then provide an academic setting in which these students can be successful "and one in which mutual understanding, respect, and trust can develop and even flourish. This ...creates congruence between the home culture and the culture of the school" (Gentile, 1992:637).

According to the teacher survey, 95 percent of the staff believed that

teachers can be role models for reading and that students would read more if they received recognition. These responses did not correlate with the time the teachers spent reading to their classes. If students are not encouraged to read in school, then they will not experience a sense of wanting to read. They will also be denied the opportunity to develop the lifetime reading habit (Sanacore, 1992). Since students are not likely to do much pleasure reading at home, educators must accept the challenge of encouraging the reading habit at school. "Although independent reading is not a panacea, it represents an important step toward enhancing literacy for students and for society" (Sanacore, 1992:475).

The SLD students involved in this project were served full-time and were in seventh grade. A baseline line reading level of the students was determined by the author through the administration of the Basic Achievement Skills Individual Screener (BASIS). The BASIS is an individually administered achievement test designed to provide both norm-referenced and criterion-referenced information for reading, math and spelling. The BASIS test results the author used were the percentile ranks and grade equivalents of the students for reading only (Appendix G:58). The percentile rank indicates the relative standing of a student in comparison with the norm group in reading. The grade equivalent provides a normative score which indicates how that student's performance compares with that of others at a particular grade level (Screener Psychological Corporation, 1983). The results of this assessment revealed the stanine scores for reading spanned from one to six and the grade equivalent ranging from 2.5 to 7.7 for

reading (Appendix H:60). In contrast to the scores presented by these students, it was desirable that students have minimum stanines of four and grade equivalents beginning at six.

Student number nine scored above average on this particular test, but the writer chose to keep the student as part of the project because a learning disabled student does not have to be deficient in reading. Although this student had difficulty in other academic areas, the student was an advantage for the other students by being a role model and by maintaining motivation. Even though the BASIS is reliable, it is an independent test and the scores tend to be slightly higher than other similar inventories.

Children who read individually know that they are engaging in powerful behavior: they are growing (Smith, 1992). The habit of reading for pleasure has significant rewards. Knowledge, enjoyment, experience, adventure, relaxation, pleasure and satisfaction gained from reading are priceless treasures (Burgess, 1985). It was the author's goal to instill these thoughts in the minds of the students participating in the project.

All of these factors contributed toward the problem at the practicum site of the students lack of leisure reading. The development of the solution strategy was to increase the amount of leisure reading in each classroom from 31 percent to 85 percent and encourage a lifelong habit. Not only would the students change their reading habits, but their self-esteem would improve and carry them further in life.

Outcome Objectives

1. After 12 weeks in a reading incentive program, the target students will increase the amount of daily reading by 10 minutes daily at home. This objective will be measured by comparing pre-and-post responses to survey items four and five on the parent survey constructed by the practicum writer (Appendix C:50).

2. After 12 weeks in a reading incentive program, 90 percent of the target students will improve their attitude toward reading by 20 percent . This objective will be measured by responses to question number one on the pre-and-post student survey constructed by the practicum writer (Appendix A:46).

3. After participating in the 12 week project, 85 percent of the teachers will incorporate sustained silent reading for ten minutes during class. This will be measured by pre-and-post responses to question number nine on the teacher self-reporting survey developed by the practicum writer (Appendix E:54).

4. During the 12 week project, the target students will respond in a written journal on their leisure reading activities at least 80 percent of the time. The practicum writer will measure this by monitoring and observing the written journals.

CHAPTER II

Research and Solution Strategy

Research

In 1992, Talacek, and the school site involved, hoped to further encourage the development of lifelong readers by designing the Book Chain reading incentive program. The program served as a long-term project that would combine the efforts of the students in reaching a common goal. The program was also designed to require minimal record keeping. The goal was to make a chain composed of construction paper links with each link representing a book read by a student. The end product would be a chain long enough to wrap around the school. Each link contained the book title and the reader's name. As the chain grew, the links were stapled together and hung from the media center lights, providing a visual record.

The students reached the goal but voted to continue reading to see if the chain would grow long enough to wrap around two more times. A committee of teachers planned a Book Chain Celebration Day. Parents, band members, students and classes wrapped over 18,000 links around the school four times. Teachers reported an increase in the amount of individual reading and the students admitted reading more than ever and enjoying it (Talacek, 1992).

Silent Sustained Reading (SSR) is a well-known approach to capture students' attention and provide time to read. Pyle (1991), who used SSR regularly, realized that some students had difficulty comprehending, remembering details, or following the sequence of events in a story. Using the same concept as journal writing, Pyle enabled the students to overcome the fear of the blank page and become more fluent in writing. A program of SSRW (Silent Sustained Reading and Writing) was developed. Each day the students read silently as before. When they had completed the day's silent reading period, they wrote nonstop in a notebook for five minutes about what they had read. In order to accomplish this, the students had to stop and reflect on what they had just read, then visualize key events and put them in logical sequence.

Students were using metacognitive strategies to increase their comprehension. As time progressed, the students' journal entries became longer and more sophisticated. Students who read novels wrote entries that seemed like episodes and others reported on current events and trends from magazines. Students also became adept at paraphrasing and using vocabulary learned through reading.

SAIL (Students Achieving Independent Learning) was a program implemented by an elementary teacher and reported by Bergman (1992). It was designed to help all students, but particularly low achievers, learn to use a repertoire of learning strategies. It started with extensive modeling and coaching support, but with teacher assistance diminishing over time until students were competent

readers, thinkers and learners.

This program taught the students to use strategies to monitor understanding and solve problems as they read. A chart displayed in the classroom referred students to prompts they asked themselves as they read to trigger the use of selected strategies. As SAIL students read, they monitored their understanding of what they were reading by making predictions, visualizing, summarizing and "thinking out-loud". Chapter I test scores showed that SAIL instructed students clearly outperform their non-SAIL counterparts in both reading comprehension and math problem solving.

Angeletti (1991) developed a method of reading literature that promoted a love of reading and writing. It described procedures employed to help students think and respond to what they read. Students responded to books through class discussions and evaluated the story and characters through writing. Students were allowed to select their own reading materials, as opposed to using texts, so they would be motivated. Angeletti used generic questions designed to foster higher level thinking. Questions covered categories such as fact, opinions, comparison/contrast, cause/effect and inference. The questions were printed on color-coded paper. Different paper colors were designated for each category of questions.

The teacher assessed the success of the instructional program by using an informal pre-and-post test. The post-test showed that students improved in the areas of higher level thinking in response to reading. Modeling class discussion,

small group practice and peer conferences assured students at all ability levels that they could succeed. The freedom to select their own reading materials allowed the students to be in control of their learning.

Over the years, many programs have been developed to motivate students' reading. Brown and Moore (1992) created a special remedial reading summer school program using a token economy. Over all, it was designed to motivate readers to read at home with their parents. Other goals included increasing the number of pages read and improving students' ability to listen to answer comprehension questions. Parents were asked to listen to their children read at home four nights a week for a month and ask them question addressing work meanings, details and the main ideas.

Pizza, t-shirts and a pizza party were the rewards for participating. The program was successful because the participants increased reading time and enthusiasm. Ninety-seven percent of the children earned pizza certificates, 88 percent earned t-shirts and 77 percent qualified to attend the pizza party.

Modifying the leisure reading habits of students was the goal of Burgess (1985). Burgess developed a behavior modification program aimed at encouraging students to increase the frequency of reading done at home. Parents received a letter explaining the program and a home reading calendar. The target behavior involved a student selecting a book, magazine or newspaper and reading it for at least 10 minutes at home. Each parent recorded the frequency of the behavior. The calendars were brought to school once a week. Stickers and

erasers served as tokens. This procedure effectively increased the frequency of leisure reading in the home significantly.

Motivating reluctant readers can be a challenge, but Moniuszko (1992) has discovered a way to bring people in from the community to make the connection between the real world and student interests. Besides developing vocabulary, providing decoding skills, and improving comprehension, this teacher also wanted to build self-esteem. An interest inventory was given to the class so that the topics would be appealing. Moniuszko combined skills and students' interests by inviting guest speakers related to the inventory to the classroom.

Before each visit, the teacher borrowed every book possible on the specific upcoming topic and found several volumes of encyclopedias. The class studied the given topic thoroughly and was knowledgeable before the speaker arrived. Based on their reading, the students had to spend time reading and recording answers to the questions and activities that the teacher had prepared. The results of this motivational experiment met with eagerness, enthusiasm, and a willingness to read independently. Positive attitudes replaced sleepy faces.

Less skilled readers are often placed in learning disabled classes and receive instruction based solely on word recognition and isolated comprehension skills. Oberlin and Shugarman (1989) planned a reading workshop to produce more skilled readers. The program included sustained silent reading, minilessons and journals.

Each day the workshop began with teacher directed mini-lessons exploring topics such as reading as a process, explanation of the reading workshop, book reviews, and author introductions. Also, each day students heard the teacher read aloud from material selected from a variety of genres for the purpose of stimulating student interest. Secondly, each day students read silently from books. They received points for having a book at the beginning of the reading time and actively participating during reading time. Lastly, the students kept a notebook in the room for use as a dialogue journal. After viewing teacher modeling of journal entries, students began responding in friendly letter format. The results, proven by a pre-and post test, clearly demonstrated that a reading workshop improves attitudes and levels of book involvement in middle school SLD students.

Polk County Schools (Stewart, 1992) developed a reading incentive program to suit their own needs. The goal was to encourage every student to read, and all students to read more outside of school. The incentives, cash and computers, enticed entire schools to participate. A school that chose to be involved began with a kick-off and distributed record forms for the parents to verify student reading at home.

Students were encouraged to read books that are not part of an assignment, but rather for leisure. In order for books to count, they must have been read before or after the school schedule. A school must have had 90 percent participation to qualify for awards. Individual site awards ranged from candy

bars to t-shirts, bookmarks, pencils, frisbees and bicycles. The program enabled the county to meet the criteria in the Superintendent's School Improvement Incentive Program and was therefore successful.

An instructional approach using critical dialogues based on at-risk students' background knowledge and experiences can successfully alter the way these students learn to read and write and build basic higher order thinking skills. Gentile and McMillan (1992) used a critical dialogue as a structured discussion that engaged at-risk students in topics related to their own experiences. It focused on the literary elements and characters or circumstances in a story that had direct application to the problems the students had encountered.

This program required discussion, reading and writing, and the use of multimedia. A critical dialogue might begin by the teacher getting the students to think about what they read, enthusiastically present the material and respect all students' attempts to participate in the discussion. Critical dialogues are successful because they provide students with a model of analyzing, comparing, making generalizations, forming hypotheses and creating.

Solution Strategy

The review of the professional research shows that motivating students to read and to have them understand and enjoy what they are reading is a difficult task and should be taken seriously by educators in the classroom. Student selection of material and building student confidence are critical aspects of

successful programs. The literature reviewed suggested that students were not unwilling to read, but that they need role models and creative teachers.

The Book Chain program, as cited by Talacek (1992), was effective, but it was designed to be implemented over a long period of time. This practicum was short-term and could not adapt to the Book Chain program. The paper chain was highly motivational for the students, and the author adapted a variation of this visual cue for the project.

Fluency in writing is a difficult task for most SLD students, and therefore creates a certain amount of fear in disabled students. The SSRW method, as proposed by Pyle (1991), met several needs of students. Not only did it provide opportunity for leisure reading, but it forced teenagers to evaluate what they have just read and put their thoughts in logical sequence. The students at the practicum site benefitted greatly from this type of instruction.

Although the SAIL program (Bergman, 1992) presented a comprehensive model of learning strategies for low achievers, it required implementation of an entire reading program. The aim of the practicum was to enhance reading at home and not to reorganize the reading curriculum. Therefore, this SAIL approach was not appropriate at this time.

Student selection of reading materials and understanding the literature is a key to motivating students. Angeletti's method (1991) addressed both of these areas and was very adaptable to the practicum site. It not only got the students to read, but it fostered critical thinking skills. General questions aimed at

opinions, comparison/contrast and inference skills was used by all students, no matter what literature they were using.

Rewards for participation in a reading program was very motivational for students, as it was in the Bama Bookworm Programs, as cited by Brown and Moore (1992). Encouraging students to read at home was reinforced by a token economy. The students at the practicum site were already conditioned to a behavior management system, so the transition to tokens and rewards was easy. Children of all ages like to earn prizes and be noticed for what they have accomplished.

Parent involvement can reinforce many aspects of a child's education. What is taught in school is practiced at home. Since reading is a lifelong skill, it is of utmost importance that parents are aware and participating in their child's education. Burgess (1985) developed a plan that targeted parental involvement and that is very appropriate to the practicum site. It not only encouraged reading, but it required that the students read outside of the classroom.

Community involvement, as used the Moniuszko's method (1992), was not feasible for the practicum site. Bringing guest speakers to the classroom would be highly motivational, but replacing existing curriculum was not the purpose of the project. The practicum author was satisfied with the current instructional text and was not searching for an alternative.

The reading workshop, written by Oberlin and Shugarman (1989), would work well with special education students because of the individualized approach

made available through student selected materials and dialogue journals. Their plan produced skill readers by having teacher directed minilessons, silent reading and journal entries. It also included reading aloud to the students to stimulate interest in reading. This role modeling is an essential part of teaching exceptional children.

The reading incentive program developed by Polk County Schools (Stewart, 1992) was highly successful in the mainstream of education, but it was inappropriate for SLD students. Exceptional students must receive recognition for reading any type of material (i.e. magazines, comic books, cereal boxes), not just books. The county's plan only allowed for books read outside of class assignments.

The critical dialogue plan, as cited by Gentile and McMillan (1992), concentrated on using student's cultural and life experiences on which to base reading lessons. Since the purpose of the practicum was to enhance reading and not to replace the curriculum, this method was not usable. Another alternative was needed.

Using these research results, the practicum author developed a program that strived to encourage students to read leisurely. This solution strategy was chosen because it met the needs of the students and combined a variety of components from other programs and methods reviewed in the literature search. Strategies emphasized in the practicum were building student confidence in reading, enhancing student motivation for leisure reading, encouraging teachers

to be positive reading role models, and involving parents by monitoring their child's reading at home.

Learning takes many forms during a lifetime. There are alternate views of learning in every aspect of education, especially with SLD students. They require creative teaching techniques and incentives to pick up a book and read it for enjoyment. Reading for pleasure can be a vehicle for helping at-risk students make sense of written language, which is the key to unlocking other educational doors (Gentile, 1992). The students involved in this practicum needed to learn that leisure reading at home is an additional opportunity to foster reading confidence, competence and captivation. Good reading attitudes and practices were developed by encouraging students to increase the frequency of leisure reading done at home (Burgess, 1985).

Students needed to be encouraged to develop a love of reading and learn to think critically about what they read. One of the more disconcerting problems facing teachers is not the students' inability to read, but the students' general lack of interest or sheer rejection of reading (Clary, 1991). This practicum attempted to overcome these barriers by motivating the students. A room with lots of books, a few comfortable spots to read, some colorful posters, decorations, and an atmosphere that shouts the importance of reading was established.

Learning is social and developmental and teaching depends on helping students to develop their own images of themselves (Smith, 1992). Confidence and self-esteem can be the catalysts for educationally disabled students to exceed far

beyond traditional expectations. It is the writer's opinion that adolescents labeled SLD have resigned themselves to accept less than perfect skills because of their personal expectations and the expectations of educators. By fostering a safe environment and providing a multitude of positive reinforcers, students can gain respect for themselves.

It was the intention of the writer's practicum to promote self-confidence as related to the students' reading abilities. Moniuszko (1992: 32) reiterated the need for self-esteem in adolescents and says that

> Remedial reading with teenagers means students who would rather do anything except pick up a book. They act as though they are being punished when assigned reading. This aversion has an adverse impact on other subject areas, as well as depleting their self-esteem. Their reading skills are years delayed. They are frustrated by their inability to read fluently and embarrassed by the resulting academic inadequacies. . . Changing their negative feelings and attitudes toward reading is essential.

Once in the classroom, teachers can offer students steps toward positive change. A healthy self-image develops as a person rises to cope successfully with challenges and problems. While there is evidence that many disabled students lack confidence, much of what they experience in school related to literacy may plaque them further (Gentile, 1992).

Teachers are forever role models and have tremendous influence in children's lives. SLD students in particular must be surrounded by adults with positive attitudes and high expectations. The attitudes of the people around a student with learning disabilities affect student performance (Cordoni, 1987). Another

important aspect of this environment was the teacher serving as a model while the class was reading silently. If teachers corrected tests or do other clerical tasks during reading time, they probably generated negative signals about the worth of reading. A teacher who desired to improve reading attitudes and increase levels of book involvement in students modeled good reading behaviors (Oberlin, 1989). Therefore, everyone should have been reading silently.

The practicum writer intended for the site teachers to become positive literary role models as mentioned. The author understood the constraints of incorporating leisure reading in the classroom due to the pressures of meeting state and district curriculum mandates, but priorities had to be established. There is too much evidence that supports the idea that learning is not just the knowledge of skills, but rather an entire growth process. Lifetime literacy is important to all students' success, so teachers must not become frustrated about not having enough time in school to attain this goal (Sanacore, 1992).

Many factors affect pupils' achievement, including absenteeism, student dropout and numerous sociodemographic deficits of at-risk students and their families. Once adolescents are in the classroom, teachers must respond to the challenge of meeting their diverse needs by altering the curriculum and the approaches to teaching them (Gentile, 1992). Educators have the tremendous responsibility to tackle numerous obstacles, but one simple way of keeping education as a top priority is to plan lessons that directly relate to achievement.

The writer's view on the purpose of educating children was summarized by Smith (1992: 441):

> Not all children will learn what we want them to learn when we want them to learn it, no matter how understanding and collaborative their teachers might be. Children are individuals, no more capable of being standardized than are adults. The best we can do, and it is a great distance from where we are at the moment, is to do everything we can to promote interest and competence in literate activities and to ensure that, if not every child lives up to our hopes, there is a minimum of guilt and anguish on the part of teachers students, and parents. Saying that we are determined to teach every child to read does not mean that we will teach every child to read. Nevertheless, we could do much better than we are doing at the moment.

Time was devoted to reading aloud to students and to allow time for students to read in class. Drop Everything and Read (DEAR), another term for sustained silent reading, was a daily period for all persons in the school to read anything of their choosing during this practicum. Students needed to see their teachers, secretaries, principals and peers read. This was a very powerful and convincing model for developing a lifelong reading habit. This was supported by Smith (1992:432) who says that informal learning is "continuous, spontaneous and effortless, requiring no particular attention, conscious motivation, or specific reinforcement; learning occurs in all kinds of situations and is not subject to forgetting." Leisure reading allows for students to find meaning in literature because students have the opportunity to read about subjects relevant to their values. By being involved in this project, the students reading abilities developed further, enhancing self-esteem and their desire to engage in individual, lifelong reading (Moniuszko, 1992).

Parents aided in the students' reading by monitoring progress at home. A system of recording was established and the parents validated time spent reading for leisure. When the students arrived at school with proof of reading, the teacher praised the student and recorded the amount of time spent reading. Rewards by means of a token economy was developed. Students were rewarded for reading at home with tangible goods to be given on a set schedule. These items were provided by the practicum author's mentor, who was also the site principal.

The practicum project included two areas. One area involved the entire school body and the staff in DEAR and the other area was a joint effort between the author and an SLD reading teacher. They all had a common goal to make students feel good about their reading ability, no matter how advanced they were, and to encourage a habit of reading.

CHAPTER III

Method

Reading is a powerful tool for learning and living. Without mastery, an individual's confidence and desire is diminished. The implementation of this project attempted to combat these obstacles and to involve school staff as good reading models and to obtain parental involvement. Possible strategies to get adolescents to read were as follows: capitalize on interests, make materials accessible, build a conductive environment, allow time to read in school, provide significant adults models and use motivational techniques (Clary, 1991).

Research recommended incentives, atmosphere and role modeling for enhancing children's reading ability and their self-esteem about reading. Therefore, the author sought out instructional staff that would support such concepts. An SLD teacher of seventh and eighth grade reading agreed to participate in the reading incentive program. This teacher was already a good model and shared with the author a desire to develop leisure reading habits in adolescents.

Students of the participating teacher were in a classroom with comfortable places to read, colorful posters and decorations condusive of a reading atmosphere. In addition, the teacher read orally to the classes. This simple act served many purposes. It showed students what can be done with reading,

Administrative support was critical for the implementation of this project. Both the principal and the school advisory council were supportive of a school-wide sustained silent reading (SSR) program as well as a reading incentive program. The principal made funds available for purchasing rewards. In the weeks prior to implementating SSR school-wide, the principal shared a general outline of the project at a staff meeting. This allowed faculty members to get geared-up and to accumulate sufficient reading material in their classrooms.

Week One

The first week of the program was designed to orient the students and staff toward the reading incentive program. A staff meeting was scheduled to prepare the faculty for the Drop Everything and Read (DEAR), the name selected for the school-wide program. This was presented by the principal so the faculty understood the importance of the program and saw the instrucional leader committed to its success. The principal linked the reading goals to the district's school improvement goals. During a 10 minute period once a day, every person in school was required to stop their task of the moment and read silently. They found materials suited to their own taste. Self-selection was a powerful motivator (Angeletti, 1991). This included cafeteria workers, custodians, secretaries and administration. The classroom teachers also read silently after getting the students started. Devoting class time in this manner for students to

read without excessive constraints was a strong motivator, especially when coupled with the teacher modeling (Clary, 1991).

Due to the vocational nature of the school, it was not feasible to mandate that each person on campus participate in DEAR. At any given time, some vocational classes were involved in projects outside of the classroom setting. Exceptions to the DEAR program were made for those teachers and students that were out of doors working.

Communication about DEAR to the student body was accomplished through announcements, posters, commercials and teacher initiated discussions in class. The program outline was announced daily during the first week so the students obtained a clear understanding. The principal was so committed to DEAR that he assigned each team leader to produce a short commerical to motivate the student body. Each day for two weeks, a different commerical appeared on the school's closed circuit television system. They were very successful because individual classes, teams, staff members and students were the stars. Teachers reinforced the commercials and announcements in class and encouraged students to bring reading materials. In order to make communication complete, a letter was sent home to parents to inform them of DEAR (Appendix I:62).

The target group involved 15 junior high students enrolled in the SLD program. They were split between two class periods, but both groups had the same instructor for reading. During the first week of implementation, the practicum writer went to the classroom and spoke to the target group about DEAR

and their roles in a a reading incentive program. The students as a group were so motivated that they wanted to begin right away! How disappointed they were to wait another week before bringing in coupons. Letters to parents were distributed during this time that specified the rules and rewards for the program (Appendix J:64).

The program encouraged parent participation. Parents verified that the student read for at least 15 continuous minutes at home by signing a reading coupon (Appendix K:66). Each student received reading coupons that were turned in to the teacher the following school day. The coupons were exchanged for rewards as written in the incentive schedule (Appendix L:68). The classroom teacher kept track of the reading coupons and kept the practicum writer aware of the students' progress. At the end of every week, the writer supplied the teacher with the necessary incentives so that the rewards could be distributed to the readers that earned.

Week Two

The DEAR program and the reading incentive program for the target group began during this week and continued through the twelfth week. In addition, a regular SSR period was scheduled two days a week for 10 minutes during reading class for the control group and lasted the duration of the project. Since these SLD readers were sometimes reluctant to read, the students earned points for having reading material at the beginning of the SSR time and for actually participating

during reading time. These points were directly related to the school's behavior management program. The students earned points for being prepared and for following instructions.

The target students choose their own reading materials so that they had control over their reading. Allowing student choices improved fluency, reading habits and growth in personal literary development (Oberlin, 1989). This active involvement encouraged them to participate. Comic books, sports cards, magazines, newpapers, books and other materials were permissable. The list was only limited by the reader's imagination. The purpose of the program was to actively engage adolescents in reading, not just for adolescents to read books. Materials were brought from home or chosen from the teacher's private library in the classroom. Leisure reading at home was rewarded by prizes from the incentive schedule (Appendix L:68)

At the end of the SSR period, the students wrote responses to the reading material in journals that were used solely for this purpose. The practicum writer provided these notebooks and they were kept in the reading classroom. The purpose of this exercise was to foster evaluative comments and allow the students to respond critically to the material. Students had the opportunity to analyze, compare, make generalizations, predict and form hypotheses (Gentile,

1992). The students were encouraged to react to the following questions (Appendix M:70).

*What is the story about?

*What is the problem?

*What is the solution?

*What is going to happen next?

*What does this person, place, or thing look like?

*What has happened so far?

*What am I thinking?

*Do I like what I am reading?

These questions served as prompts and guidelines for writing in the notebooks and were reviewed by the teacher often. Theses prompts were posted in the room and inside the journals. Students were required to write for a minimum of five minutes following each SSR period. Proper spelling and mechanics were encouraged, but the students were assured that the entries were read only for the message.

Weeks Three through Five

During this time, the practicum writer evaluated the reading incentive program and gauged the correctness of the incentive schedule. The schedule could be easlily adjusted to better meet the needs of the students. In addition, the writer monitored the reading coupons to evaluate their effectiveness.

If students were losing or misplacing the coupons, then a calendar system would have been used. The calendar would contain the same information as the coupons, but it would be turned in once a week instead of daily.

The practicum writer evaluated the target students' notebook entries and determined if the students were writing appropriate responses. The journal entries should have demonstrated the formulation of ideas and thoughts inspired by reading. In the event that the entries were pertinent and contain critical thinking skills, the writer and the teacher praised the group and gave specific positive examples of quality work. If the entries were substandard, then the writer and the teacher redirected the students to models of acceptable entries through lessons and discussions. It was evident that the students needed to concentrate on putting their reactions to the reading material on paper. Their responses at this time had been very basic and relied heavily on the prompts.

Week Six

The teacher working with the target group began to redirect the students' responses in the journals. Lessons on the board and individual conferences were done. The student responses occasionally reflected good analyzation, comaprisons and generalizations, but the over all entries still needed improvement.

The DEAR program was in its fifth week at this time. A mid-evaluation of DEAR was given to the entire staff at the school site (Appendix N:72). These evaluations were examined and used to improve the program for the remainder of

the implementation period. Twenty-seven staff members responded, most of which were positive (Appendix O:74). The results are listed below.

1. Are you participating every day DEAR is scheduled?

   81% of the faculty were participating.

2. Are your students participating every day DEAR is scheduled?

   93% of the classes were participating.

3. Do you provide a selection of reading materials for your students?

   100% of the faculty were providing materilas.

4. Do you help select reading material for your students?

   48% of the faculty helped select reading materials.

   52% of the faculty let the student choose materials themselves.

5. Do you and your students share what you have read?

   52% of the classes share what they have read.

6. What reading materials are being used during DEAR?

   Materials varied from traditional books and magazines to cereal boxes and driver's education manuals.

Weeks Seven through Eleven

This time period was the continuation of DEAR, the reading incentive program and SSR with journal writing. Any changes needed, as reflected by the mid-evaluation of DEAR, would have been made now, but the author did not have any reason to change anything about DEAR at this time. On the other hand, the

target students continued to need help with their journal writing. Through lesson and conferences, the teacher kept working on improving the entries.

Week Twelve

This week was scheduled to bring DEAR, the reading incentive program and SSR to a close. Due to the success of DEAR, it was not terminated. The staff elected to continue reading silently through the end of the school year. Routine reading and student motivation had been established. The emphasis of this time was evaluation of the incentive program.

The target group of SLD students were praised by the writer and the teacher for participating in the project and the last presentation of rewards were distributed. The student survey (Appendix P:76), parent survey (Appendix Q:78), and teacher survey (Appendix R:80) were given again at this time and a comparison of the results was done.

CHAPTER IV

Results

The proposed objectives for the practicum were measured by four techniques. The administration, collection of all student and parent surveys and the student journals was a joint effort between the author and the SLD teacher. The faculty survey administration and collection was the responsiblity of the practicum writer. Compilation of all of the data for this research project was done by the practicum writer.

Stated below are the proposed objectives and how they were measured. Included in the description is information about the measurement tools, when they were used during the project and the results. This evaluation focused on comparing projected results with actual outcomes.

Objective One: After 12 weeks in a reading incentive program, the target students will increase the amount of daily reading by ten minutes daily at home. This objective will be measured by comparing pre-and-post responses to survey items four and five on the parent survey constructed by the practicum writer (Appendix C:50).

Measurement: The survey was administered the first week of implementation and again during the twelfth week. The data was calculated by dividing the number of responses by the total number of surveys.

Results: The time spent resading leisurely by the students improved remarkably, as reported by the parents. Comparing the pre-and-post results of the survey questions evidenced a 33 percent increase in daily student reading and an eight precent decrease in weekly student reading. The decrease in weekly reading is positive because it proved that more students were reading daily. The length of time the average child spent reading increased in the 'more than 30 minute' category . This was an improvement of 17 percent.

Objective Two: After 12 weeks in a reading incentive program, 90 percent of the target students will improve their attitude toward reading by 20 percent. This objective will be measured by responses to question number one on the pre-and-post student survey constructed by the practicum writer (Appendix A:46).

Measurement: The survey was administered the first and twelfth week of implementation. The data was calculated by comparing the second

survey percentage of students that answered 'yes' to the question "Do you like to read?" to the first survey.

Results: The students unanimously answered 'yes' to the question. The improvement was 47 percent and the objective was overwhelmingly met.

Objective Three: After participating in the 12 week project, 85 percent of the teachers will incorporate sustained silent reading for ten minutes during class. This will be measured by pre-and-post responses to question number nine on the teacher self-reporting survey developed by the practicum writer (Appendix E:54).

Measurement: The survey was administered the first and twelfth week of implementation. The calculated data compared the pre-and post surveys.

Results: The faculty responded with ninety-three percent participation in DEAR. Some teachers had planning period during the scheduled silent reading time and therefore did not habitually participate. The objective targeted classroom teachers, but the author wishes to note that support staff (custodians, cafeteria workers and office staff) read silently during DEAR when it was appropriate for them to stop what they were doing. Reactions from classroom teachers were very encouraging. Comments such as the kids enjoy the break, discussion about the reading material

was shared throughout the day, and I use DEAR with all of my classes were included in the post-survey.

Objective Four: During the 12 week project, the target students will respond in a written journal on their leisure reading activities at least 80 percent of the time. The practicum writer and the SLD teacher will measure this by monitoring and observing the written journals.

Measurement: This was calculated by tallying how many days each student wrote in their journal and dividing that number into the total number of days each student was present. This was done at the project's completion.

Result: The students wrote in their journals ninety-one percent of the time. The objective was met, but the quality of the responses in the journals was not what had been anticipated. The students relied too heavily on the critical thinking questions rather than using them as a starting point.

The fourth objective, which focused on critical thinking skills, was of concern to the author. The written responses began the second week of

implementation. The students were expected to use the question prompts at the front of their journals as guidelines to encourage critical thinking. After a couple of weeks, the students should have begun to stop using the prompts so heavily and to write more freely. In most cases, this did not occur. The majority of the students continued to use the prompts each day they wrote in the journals. The SLD teacher found that the students could repsond orally in a manner that required predicting, forming hypotheses and analyzing the reading material, but that the students had extreme difficulty putting their thoughts on paper.

It is the opinion of the author that the project was a success and that the site will make a habit of the sustained silent reading program. The purpose of the program, to actively engage adolescents in leisure reading, was well understood and practiced by the faculty and students at the site. The project provided students with positive adult role models and the philosophy of good reading habits became practice.

CHAPTER V

Evaluation

It is the author's recommendation that this type of sustained silent reading program be incorporated into other schools that have a population of at-risk students that are not currently reading with motivation. It is simple and cost-free. Administrative support is the only commodity needed to begin. The practicum site found much success school-wide with DEAR because every class was participating. After a short time, DEAR became a habit and the students were reminding the teachers to read! Some of the teachers got so motivated that they purchased students' favorite magazines and checked out books from the public library for their classes.

The reading incentive program was seen by the author as being successful as well. This could be easily adapted into any classroom by changing the incentive schedule to match the students' ability and by acquiring the rewards. Whether or not the participants return five or 500 coupons, they have started a postive lifetime habit. Responding to the material with critical thinking skills in journal entries should be a major focus of any teacher that intends to adapt the program. Not only should writing be included in reading a couple of days a week, but rather fused with all subject areas on a daily basis.

The importance of reading and reading for fun was established at the practitum site. Not only were traditional reading materials used, but catalogs, phone books, calendars, driver's education manuals and cereal boxes found their way into DEAR. An important reading lesson was taught: reading is more than novels and school assignments. Drop Everything and Read will continue at the site. It is the author's privilege to be a part of this practice and to continue working with such teachable children.

APPENDICES

Reference List

Angeletti, Sara Rappold. "Encouraging Students to Think About What They Read." The Reading Teacher, December 1991, pp. 288-294.

Ashley, Katie. Telephone interview. September 21, 1992.

Bergman, Janet. "SAIL: a Way to Success and Independence for Low-achieving Readers." The Reading Teacher, April 1992, pp. 598-602.

Brown, David, Linda Moore. "The Bama Bookworm Program." Teaching Exceptional Children, Summer 1992, pp. 17-20.

Burgess, Jacqueline. "Modifying Independent Leisure Reading Habits at Home." The Reading Teacher, May 1985, pp. 845-848.

Clary, Linda. "Getting Adolescents to Read." Journal of Reading, February 1991, pp. 340-344.

Cordoni, Barbara. Living with a Learning Disability. Carbondale, IL: Southern Illinois Press, 1987.

Gentile, Lance, Merna McMillan. "Literacy for Students At-risk: Developing Critical Dialogues." Journal of Reading, May 1992, pp. 636-640.

Glowacki, Joan. "Literature Escpecially with Remedial Readers." Journal of Reading, April 1992, pp. 553-554.

Lyman, Donald. Making the Words Stand Still. Boston: Houghton Mifflin, 1986.

Marrow, Yvonne. Telephone interview. September 21, 1992.

Moniuszko, Linda. "Motivation: Reaching Reluctant Readers Age 14-17." Journal of Reading, September 1992, pp. 32-34.

Oberlin, Kelly, Sherrie Shugarman. "Implementing the Reading Workshop with Middle School Readers." Journal of Reading, May 1989, pp. 683-686.

Pumphrey, Peter, Colin Elliott. Children's Difficulties in Reading, Spelling and Writing. New York: Falmer Press, 1990.

Pyle, Valerie. "SSRW: Beyond Silent Reading." Journal of Reading, October 1991, pp. 379-380.

Sanacore, Joseph. "Encouraging the Lifetime Reading Habit." Journal of Reading, March 1992, pp. 474-477.

Sanacore, Joseph. "Schoolwide Independent Reading: The Principal Can Help." Journal of Reading, January, 1988, pp. 346-353.

Screener Psychological Corporation. Basic Achievement Skills Individual Screener. Harcourt, Brace, Jovanovich, 1983.

Smith, Frank. "Learning to Read: The Never-Ending Debate." Phi Delta Kappan, February 1992, pp. 432-441.

Stewart, John. "Reading Incentives Program." School Board of Polk County. Fall 1992.

Talacek, Barbara. "Book Chain: All School Reading Incentive Program." The Reading Teacher, October 1992, pp. 168-169.

Turner, Gwendolyn. "Motivating Reluctant Readers: What Can Educators Do?" Reading Improvement, Spring 1992, pp. 75-77.

APPENDIX A: STUDENT SURVEY

APPENDIX A

STUDENT SURVEY
October 12, 1992

Name _____

Circle your answers.

1. Do you like to read? yes no

2. What do you read? magazines comic books

recipes newspaper TV guide sports cards

_____ _____

3. How often do you read? daily weekly not at all

4. When you read, about how long do you read? 3 min. 5min. 10 min.

5. Do you like someone to read to you? yes no

6. How do you feel about your reading ability?

not so good OK pretty good

7. Do you want to learn to read better? yes no

APPENDIX B: STUDENT SURVEY RESULTS

APPENDIX B

STUDENT SURVEY RESULTS

Circle your answers.

1. Do you like to read? yes (53%) no (47%)
2. What do you read? magazines (40%) comic books (27%)
   recipes (6%) newspaper TV guide
   sports cards(6%) other (20%)
3. How often do you read? daily (6%) weekly (80%) not at all (13%)
4. When you read, about how long do you read? 3 min. (40%) 5min. (20%)
   10 min. (27%) 10 min. or more (13%)
5. Do you like someone to read to you? yes (47%) no (53%)
6. How do you feel about your reading ability?
   not so good (20%) OK (67%) pretty good (13%)
7. Do you want to learn to read better? yes (73%) no (27%)

APPENDIX C: PARENT SURVEY

APPENDIX C

PARENT SURVEY
October 12, 1992

Dear Parent,

Your child's success in reading is important. Please complete this form so teachers can better plan for effective lessons. Thank you for your time.

1. Did your child like to be read to when s/he was younger? yes no

2. Does your child read at home now? yes no

3. What does your child read at home? magazines recipes

   newspaper TV Guide comic book sports cards

4. How often does your child read? daily weekly not at all

5. How long does your child read? _____

6. How does your child feel about his/her reading ability?

   not so good OK pretty good

7. How do you feel about your child's reading ability?

   not so good OK pretty good

APPENDIX D: PARENT SURVEY RESULTS

APPENDIX D

PARENT SURVEY RESULTS

Dear Parent,

Your child's success in reading is important. Please complete this form so teachers can better plan for effective lessons. Thank you for your time.

1. Did your child like to be read to when s/he was younger? yes (70%) no (30%)
2. Does your child read at home now? yes (75%) no (25%)
3. What does your child read at home? magazines (42%) recipes(8%)
   newspaper TV Guide(8%) comic book(17%) sports cards(25%)
4. How often does your child read? daily(17%) weekly(58%) not at all(25%)
5. How long does your child read? none (25%) 5 min. (50%)
   15 min. (17%) 30 min. (33%)
6. How does your child feel about his/her reading ability?
   not so good (25%) OK (50%) pretty good (25%)
7. How do you feel about your child's reading ability?
   not so good (25%) OK (50%) pretty good (25%)

APPENDIX E: TEACHER SURVEY

APPENDIX E

TEACHER SURVEY
October 1, 1992

Please complete the following questions about reading.

1. Do you think reading to ESE students is important? yes no

2. Do you read to your students regularly? yes no

3. How long do you read to your students? 2 min. 5 min. 10 min.

4. Do you feel that reading to students has a positive effect? yes no

5. Do you think that students would read more if they received recognition? yes no

6. Do you think that teachers can be a role model for reading? yes no

7. Do your students read independently in class? yes no

8. When students read independently, about how long is the duration? _____

9. Do you have a silent leisure reading time during class? yes no

10. Do the students choose their own reading materials? yes no

APPENDIX F: TEACHER SURVEY RESULTS

APPENDIX F

TEACHER SURVEY RESULTS

Please complete the following questions about reading.

1. Do you think reading to ESE students is important? yes (100 %) no

2. Do you read to your students regularly? yes (65%) no (35%)

3. How long do you read to your students? 2 min.(15%) 5 min.(40%)
   10 min.(35%)

4. Do you feel that reading to students has a positive effect? yes (100%) no

5. Do you think that students would read more if they received recognition? yes (95%) no (5%)

6. Do you think that teachers can be a role model for reading? yes (95%) no (5%)

7. Do your students read independently in class? yes (80%) no (20%)

8. When students read independently, about how long is the duration?
   5 min.(20%)
   10 min.(60%)
   15 min.(20%)

9. Do you have a silent leisure reading time during class? yes (31) no (69%)

10. Do the students choose their own reading materials? yes (65%) no (35%)

APPENDIX G: BASIC ACHIEVEMENT SKILLS INDIVIDUAL SCREENER SAMPLE

APPENDIX G

BASIC ACHIEVEMENT SKILLS INDIVIDUAL SCREENER SAMPLE

The Baseball Game

Jill went to an exciting baseball game. She sat on a long bench. Jill liked to watch her friends _____ baseball. Each player took a turn at bat. They all tried to _____ the ball.

Screener Psychological Corporation. Basic Achievement Skills Individual Screener. Harcourt, Brace, Jovanovich, 1983.

APPENDIX H: BASIC ACHIEVEMENT SKILLS INDIVIDUAL SCREENER SAMPLE RESULTS

APPENDIX H

BASIC ACHIEVEMENT SKILLS INDIVIDUAL SCREENER RESULTS

STUDENT	PR	S	GE	SS
1	5	2	3.8	75
2	4	2	3.5	74
3	2	1	2.5	69
4	22	3	5.5	88
5	14	3	4.8	84
6	6	2	3.9	77
7	5	2	3.8	75
8	25	4	6.3	90
9	74	6	7.7	110
10	4	2	3.5	74
11	10	2	4.3	81
12	9	2	4.2	80
13	13	3	4.6	83
14	11	3	4.4	82
15	7	2	4.0	78

PR=percentile rank
S=stanine
GE=grade equivalent
SS=standard score

APPENDIX I: D.E.A.R. PARENT LETTER

APPENDIX I

D.E.A.R. PARENT LETTER

Dear Parents,

Your child's school is starting a silent reading program called Drop Everything and Read (DEAR). Every day for ten minutes, every person in the school will "drop" what they are doing and read silently. This program will involve all people on campus including students, teachers, secretaries, custodians and administrators. Reading materials for your child are located in the media center, but s/he is invited to bring appropriate materials from home. Some ideas are magazines, books, newspapers, and comic books.

Please support your child in this endeavor. Together we can instill a love of reading and create a healthy lifetime habit!

APPENDIX J: READING INCENTIVE PARENT LETTER

APPENDIX J

READING INCENTIVE PARENT LETTER

Dear Parents,

We are starting a Reading Incentive Program. Here's how it works. Your child will bring home an official reading coupon that you sign after the child reads to you or after you read to your child. The coupon asks for 15 minutes or more of reading time. When the coupon is signed and returned, your child will be given another. Rewards and incentives such as bookmarks, pencils and magazines will be given out after a certain number of coupons are turned in. The incentive schedule and list of rewards is attatched.

Please help your child choose reading materials that are interesting. What do you read together? Check out a library book, read a magazine, cereal box, recipe, TV Guide, CD covers, sports cards, or anything else. Reading does not have to be a book.

By actively participating in the reading program with your child, the child will feel that reading is important and will develop a positive reading habit. The success of this activity depends on your encouragement and cooperation. Thank you for your effort.

APPENDIX K: READING COUPONS

APPENDIX K

READING COUPONS

READING COUPON READING COUPON READING COUPON

_____has successfully read or was read to for 15 minutes.

Date _____ Signature _____

Material read _____

READING COUPON READING COUPON READING COUPON

_____has successfully read or was read to for 15 minutes.

Date _____ Signature _____

Material read _____

READING COUPON READING COUPON READING COUPON

_____has successfully read or was read to for 15 minutes.

Date _____ Signature _____

Material read _____

READING COUPON READING COUPON READING COUPON

_____has successfully read or was read to for 15 minutes.

Date _____ Signature _____

Material read _____

APPENDIX L: INCENTIVE SCHEDULE

APPENDIX L

INCENTIVE SCHEDULE

Minutes	Incentive
15	something from a candy jar
45	pencil
90	bookmark
135	name on bulletin board
180	stickers
225	novelty eraser
285	super ball
345	crazy straw
405	"I Love to Read" badge
465	mini-scope
525	yo-yo
600	certificate
675	read to another class
750	name read during a.m. announcements
825	free dessert in Country Kitchen
900	name in a hat for a drawing
990	fun note pad
1080	folder
1170	candy bar
1260	letter to parents
1350	pencil sharpener
1455	key chain
1560	visor
1665	book/magazine

APPENDIX M: JOURNAL QUESTION SUGGESTIONS

APPENDIX M

JOURNAL QUESTION SUGGESTIONS

*What is the story about?

*What is the problem?

*What is the solution?

*What is going to happen next?

*What does this person, place or thing look like?

*What has happened so far?

*What am I thinking?

*Do I like what I am reading?

APPENDIX N: FACULTY MID-EVALUATION OF D.E.A.R.

APPENDIX N

FACULTY MID-EVALUATION OF D.E.A.R.

Please answer the questions honestly about the new DEAR program.

1. Are you participating every day DEAR is scheduled? yes no
   Comments: _____
   _____
   _____
2. Are your students participating every day DEAR is scheduled? yes no
   Comments: _____
   _____
   _____
3. Do you provide a selection of reading materials for your students? yes no
   Comments: _____
   _____
   _____
4. Do you help select reading material for your students? yes no
   Comments: _____
   _____
   _____
5. Do you and your students share what you have read? yes no
   Comments: _____
   _____
   _____
6. What reading materials are being used during DEAR?
   _____
   _____
   _____

APPENDIX O: FACULTY MID-EVALUATION RESULTS

APPENDIX O

FACULTY MID-EVALUATION OF D.E.A.R. RESULTS

Please answer the questions honestly about the new DEAR program.

1. Are you participating every day DEAR is scheduled? yes(81%) no(19%)
   Comments: _____
   _____
2. Are your students participating every day DEAR is scheduled?
   yes(93%) no(7%)
   Comments: _____
   _____
3. Do you provide a selection of reading materials for your students?
   yes(100%) no
   Comments: _____
   _____
4. Do you help select reading material for your students? yes(48%) no(52%)
   Comments: _____
   _____
5. Do you and your students share what you have read? yes(52%) no(48%)
   Comments: _____
   _____
6. What reading materials are being used during DEAR?
   magazines (28%) newspapers (23%) books (19%) comic books (9%)
   catalogs (9%) cereal boxes (4%) phone books (2%) calendars (2%)
   driver's education manuals (2%) dictionaries (2%)

APPENDIX P: POST RESULTS OF STUDENT SURVEY

APPENDIX P

POST RESULTS OF STUDENT SURVEY

Circle your answers.

1. Do you like to read? yes (100%) no (0%)
2. What do you read? magazines (60%) comic books (30%)
   recipes newspaper TV guide (10%)
   sports cards other
3. How often do you read? daily (33%) weekly(67%) not at all (0%)
4. When you read, about how long do you read? 3 min. (5%) 5min. (10%)
   10 min. (5%) 10 min. or more (80%)
5. Do you like someone to read to you? yes (80%) no (20%)
6. How do you feel about your reading ability?
   not so good (10%) OK (53%) pretty good (37%)
7. Do you want to learn to read better? yes (60%) no (40%)

APPENDIX Q: POST RESULTS OF PARENT SURVEY

APPENDIX Q

POST RESULTS OF PARENT SURVEY

April 12, 1993

Dear Parent,

Your child's success in reading is important. Please complete this form so teachers can evaluate the reading incentive program in which your child has been invovled. Thank you for your time.

1. Did your child like to be read to when s/he was younger?yes(83%) no(17%)
2. Does your child read at home now? yes(100%) no
3. What does your child read at home? magazines(30%) recipes
   newspaper(10%) TV Guide(10%) comic book(20%)
   sports cards(20%) other (10%)
4. How often does your child read? daily(50%) weekly(50%) not at all
5. How long does your child read? 10 min.(33%) 15 min.(17%)
   30 min.(33%) more(17%)
6. How does your child feel about his/her reading ability?
   not so good(17%) OK (50%) pretty good(33%)
7. How do you feel about your child's reading ability?
   not so good OK(67%) pretty good(33%)

APPENDIX R: POST RESULTS OF TEACHER SURVEY

APPENDIX R

POST RESULTS OF TEACHER SURVEY

Please complete the following questions about reading.

1. Do you think reading to ESE students is important? yes (100 %) no
2. Do you read to your students regularly? yes (72%) no (28%)
3. How long do you read to your students? 2 min.(20%) 5 min.(50%) 10 min.(30%)
4. Do you feel that reading to students has a positive effect? yes (100%) no
5. Do you think that students would read more if they received recognition? yes (96%) no (4%)
6. Do you think that teachers can be a role model for reading? yes (100%) no
7. Do your students read independently in class? yes (93%) no (7%)
8. When students read independently, about how long is the duration? 5 min. 10 min.(90%) 15 min.(10%)
9. Do you have a silent leisure reading time during class? yes (93%) no (7%)
10. Do the students choose their own reading materials? yes (52%) no (48%)